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The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LXVII AUGUST 1961 NO. 8

Economic Aspect of Urban Adult Education

L. N. Gupta, M.A , L.L.B M.Ed., Allahabad.

Today India is a free democratic country, and so it is very essential to expand her in all the directions, political, economic, social and educational. By democracy what is generally meant in the political sense is a rule of the masses. But this conception is one-sided and so to say, narrow, also. Democracy in fact stands for the free spirit infused in the citizens ready to give and take for the betterment of each and all. It is a sort of co-operativeness where there is an implied mutual understanding for amelioration of all ills, social, economic and educational. As such, democracy stands for the social and economic efficiency of the individuals in the society. In this sense, the U.S.A. has understood her democracy. India has taken this spirit of democracy and patternized her socialistic democracy on the very basis of the American form. So in this country also democracy has a root in efficiency, both social and economic. India could be independent politically, but she lagged behind in the economic emancipatory struggle. But it is to her greatest credit that she is advancing in the better planning of her national economy.

Economic planning is better accomplished, if the people are well educated. If a glance is thrown at the educational advancement, it becomes clear that people in India for the most part are ignorant and illiterate. The illiteracy all over India, including both the rural and the urban areas, is almost about *80%*. Comparatively, the urban populace is more educated than those in the rural areas. It is therefore necessary that the national planners in Education have paid more attention towards the rural adult education. Excepting in a few states like Bombay, Delhi and Bengal, which are engaged in expanding adult education (so called Social Education) little or no attention has been paid to the betterment of the lot of those persons inhabiting the slum areas and uneducated corners of the cities. Indeed, adult education for such people is most required at the present moment.

The demands of the cities are altogether different from those of the rural populace. The urban community consists of three strata of people. One is the lower class, the other is the middle class, and the third is the higher or upper class. For these classes of people, there is required adult (social) education, but of different degrees and types. Education is the process of bringing about individual development and social and economic efficiency. As such the needs of urban society can be classified under three main heads. economic, social and cultural. The social needs include the present political, citizenship and democracy needs. These needs are to be fulfilled by the education which is provided to the gentry, the bourgeois, the middle class and the lower classes. The upper class, having the highest percentage of education in the urban areas, does not require adult (social)

education so urgently. The need of this class is mostly cultural, and provision of recreational amenities and associations is more than enough in that rung of the ladder. The political upheaval was earlier reinforced by these people, and they are truly conscious of their duties and responsibilities together with corresponding rights in the democratic set-up The middle class is generally called the backbone of the country, and the lower class is society's foothold on which the whole structure of the country depends. The lower class is generally the labour class, and the middle class is the carrier-master, so to say, leading the activities in society. For these classes, adult education is mostly required. Their present requirement is not a secret to them alone, but it is an open fact. The present economic distress is world-wide and Indians are not immune to it. But the upper class, in the economic sense the rich class, is not affected very much. The lower class is also not so hard hit as the middle class. Anyhow, both these require in the present economic difficulty a sort of education, a means to get to an end that is happy and helpful. And this is nothing less than adult education.

How adult education can solve the problems of hardihood that the urban population is mostly facing today is indeed a mainstay for consideration here. Just a running glimpse over the scheme of Adult Education will show what it contains after the seminar on Rural Adult Education at Mysore. It really comprises the following :—

1. Education for literacy.
2. Education for improving economic efficiency.
3. Education for citizenship or social efficiency.
4. Education for improving knowledge of the rules of health, i.e., improving health.
5. Education for recreation (including cultural activities).

Among these five sorts of education coming under the name of Adult Education, it can be said that the present condition of the country requires most "the education for improving economic efficiency". Here it can be reiterated that the national economy is dependent on this aspect of adult education, if democracy is to function properly in this country.

If then economic education is most urgently to be kept in view for the expansion of adult education and thereby to solve the problem of doing away with the burdened task of improving the individual efficiency to earn more in order to cope with difficult situations, what shall be done in this direction? In simpler words, it is incumbent upon us to think about the contents of this economic education. Here the aim should be the economic gain to the learner.

The following should be included in the scheme of economic education.—

1. Leisure-time activities and education.
2. Extra-professional education.
3. Other technical education.

e.g. (a) Electricians' work.
(b) Fitters' work.
(c) Wood craft, spinning craft, paper craft, etc.

It is generally found that a worker who attends ten hours to his daily service finds a few hours in the morning and night left at his disposal. He during such hours engages himself in other work akin to his profession or the work of his own profession. In his leisure time, he takes a private job and in that period of relaxation he works hard. Many mechanics are found working with their tools repairing machines or manufacturing some sorts of useful articles to add to their income. Mostly, leisure is being misused by the women folk that live in the city. The

middle class women have to attend to their domestic duties. It mostly engages two or three hours a day. The rest of their time in the day or night is saved and can be utilized, if some useful craft is being taught to them, so that, after completing that education, they can contribute some coins to the family coffer, and this becomes a sort of helping hand to save the family from the distress they are put to nowadays.

Generally, Muslim women take up the work of *biri* manufacturing or some sewing work. This is very good, but the greatest difficulty in their way is that the *biri* merchants do not provide enough work. If this work is done through cooperation, it is indeed a boon to remove the hurdles in their economic life. Similarly, spinning is another means. This is being used in Gonda by a renowned adult education worker. This also requires cooperative effort. Similarly, the social welfare workers are training midwives and nurses under the Kasturba Memorial Associations. The local craft, as was originally envisaged by the Basic Education Planners, is one of the best instruments to propagate education among adults, and really the time has come when one ought to learn and earn at the same time. In the city where social status is to be maintained at a higher level, this education is very necessary.

The other constituent is extra-professional education. This requires something of a special kind of education. Generally, it is found that many professionals do not possess uptodate knowledge of the branch of study they are specialists in. Take for example a doctor who is expected to be well versed in the knowledge of medicine discovered latest. A lawyer ought to know the latest ruling of the High Courts and the Supreme Court in order to qualify himself to argue well his cases and show his acumen. A teacher should know the latest developments in the fields of research made in education and psychology in order to keep himself abreast to meet the new situations in the class and to impart the latest knowledge to the students assembled for getting information and to appease their inquisitive hunger. Similar is the case with artisans and scientists. Science is fast advancing, and what is the latest investigation ought to be brought to light before those working in the various fields. No doubt it requires a well equipped library and an organisation to make available the sources of knowledge. In this direction, the Public Libraries and the Central or State Libraries can be made use of. Although slackness appears both on the part of the learner and the authorities in using and providing these facilities, yet this spirit is to be evolved. Besides, another thing is to be done in this connection. The extra-professional education should have an economic angle too. The teacher engaged in teaching should be made a medium of producing good literature on his subject. The doctor should convey his experiences to others through his valuable articles and books. It is of Vaidyas and Hakims in this country an unhappy habit to conceal the knowledge they possess. They generally feel shy to write about the value and preparation of certain good medicines which they have tried with wonderful success in many incurable diseases. What a tragedy! Generally there is no provision of such extra-professional education in this country. It is very necessary in present economic distress. A corporate effort should, therefore, be forthcoming from the members of the various professions together with the efforts of the State, as a democratic State has the duty to look after these interests of the people. Moreover, this extra-professional education has another side also. It simply suggests that some more work should be learnt by people, which is outside the scope of their profession, but it is only another side of a similar profession. Take for example the work of a reporter or correspondent to a certain newsagency or paper, the work of editorship, etc. The big cities generally have many papers including dailies, weeklies, and monthlies. For these are required many persons. Take the example of a monthly. It must have at least an editor, a person in charge of advertisements, and

a few compositors, proof-readers, pressmen, etc. The press is a most potent agency in the propagation and expansion of education. Therefore there can be a class of journalism and presswork, and such persons as are required for press work may be prepared in that class. The learners may also be provided with such work and thereby they can earn an income also in their off-time or adopt it as their profession afterwards. People employed in press may also be given a training in various methods of printing, publishing, editing, and even writing. A promotion from one job to another may also lead to an additional income later on. Typing and stenography is another example.

Technical education is merely an education for the unemployed youth. Generally, in the cities the use of electricity is in vogue. Shops of electric goods and electric fittings require trained electricians. The lower class people generally do such jobs. But being uneducated, it is difficult for them to find proper education of a suitable type. The electric work is very easy to learn. Even the literates follow it very soon. Literate people can also take interest in it and can earn also, if they learn the work. This is a way to get rid of the economic difficulty. Besides those engaged in some factories or concerns may utilise their extra time in learning such easy artisanship. Nowadays in some cities the radio mechanic classes have been started, and although they are not very popular, it is hoped they will be easily made so within a short span of five or ten years. Similarly, some motor-workshops can start classes in imparting knowledge in mechanism, repairing, overhauling, oiling, cleansing and driving also. Such a motor-driving class has been started in Allahabad like the radio-coaching here. In some places some spinning and weaving work is being done through Sarvodaya activities. Although it is restricted to rural areas, it is high time that it should first come in the cities. It should be more helpful in the cities where there is scope for easy expansion. Similarly, paper-craft is one of the paying businesses requiring a minimum of intelligence and labour. In these ways, it is posssible to make people think of working for earning their livelihood. This also requires a unified attempt, and most probably, it is best done through associations like W.E.A. of England. In olden days, the guilds and the apprenticeship system were responsible for imparting such a sort of education, but today industrialisation has made an end of the guilds. The traditions of the guilds have been handed over to the family. It is too narrow and inconvenient even. If there is a revival of the system of the guilds in the shape of the W.E.A., it will not only give practical knowledge in workshops, but it will also solve the economic difficulty.

So far it has been shown that India requires adult education in the urban areas as much as in the rural areas, and this will remove the economic distress of the middle and lower classes of people. This aspect has something to contribute towards the general well-being of the State. The utility of economic education is manifold. In the first place, it can be said that if the citizens are economically well off, they shall discharge their duties very properly, and democracy needs such citizens. Moreover, in the second place, economic freedom will bring mental and intellectual freedom. The people will think of better further education of themselves and their offspring. They shall themselves be desirous of getting better professional qualifications in order to raise their standards. In the third place, it has a national usefulness of obliterating illiteracy from the very face of the country. The menial class requires mostly education for literacy. There is no means to enjoy the leisure for such people. Especially, women folk remain un-earning members and a burden too in the middle class family. So in the fourth place, it shall remove the inertness of this weaker sex and energise them to prove themselves worthy citizens of a democracy. Lastly, it shall help indirectly the petty cottage or home industries. In some districts, like Benaras and Mirzapur, the city women and men

both are working in brassware, brass-bangles, carpet and Kalin manufacturing. In Allahabad, children and old and young people, both male and female, are working in match factories in their off-time. A few women are found in shops of different types. All these educational activities have a basis of economics, no doubt. It therefore helps to stir up the men and women folk to an awareness of thir culture, whether intellectual or otherwise. Thus, both industrial and educational gains are obtained when this sort of education is provided.

This economic education for the city adults is a means to raise the cultural standard, which is most necessary, because at present what is required in India is to uplift the masses and raise their standard of life. If the standard of life goes up, certainly the standard of education also goes up, and the deterioration and stagnation due to the high percentage of failures at every level will automatically be removed. Culture involves a totality of ways and means of life. As such, those aspiring to be labelled as cultured must get a chance to improve upon themselves. There will then be a uniformity of standard and a high standard in fact. Urban culture is the model for the village people. It will, therefore, make the rural population enthusiastic and energetic to shake off their lethargic role and play an active part in the building of the nation and help in the fulfilment of national plans, as is aimed at in the adult education scheme. As national wealth is generally amassed in the cities and for our plans we require money, so adult education will be an instrument in making money flow out of private coffers to the fields where it is required most in order to complete the works under the various plans. The people will thus know the better use of thir money. For example, the small saving scheme is not properly working, due to our ignorance in expending and saving, and besides other things due to our having no earning over and above the fixed income.

What should then be actually done in the present position so that the people may be benefitted by adult education for economic efficiency? The following are suggested—

1. Make out such a plan as will increase the income of those who require adult education most. This must serve as a measure of relief.

2. Make the people learn new crafts, professions and knowledge most suited to their natural bent of minds, capabilities and requirements.

3. Provide facilities for acquiring adult education of this nature by opening classes, schools and industrial centres, holding seminars, symposia, and workshops, and giving talks.

4. Opening such sorts of business centres as Annapurna, Ladies' Corners and Emporiums at the cost of the State, local bodies, or private associations run on a cooperative basis.

5. Start cottage industries which will have the aim of producing at cheaper cost articles of daily need and selling them in the above-mentioned shops and emporiums.

This scheme is most feasible in the cities and not beyond our means. It must get the support of the State in the cities if it serves the real objective of economic emancipation through educational methods. It will soon get cooperation from the masses, as it relieves their woes and sufferings. Hence immediate attention is to be paid towards the economic aspect of adult education in urban areas.

LIBRARY SERVICE

T. N. Raina, Banasthali Vidyapith, Rajasthan.

The conception of the Library service in India at present is entirely different from what it was about the year *1910*. During these advanced days, no one can neglect the importance of the Libraries or the Librarian, and think that the Library and its service are confined to the four walls of the Library only. The Librarian is expected to work for social upliftment, and for those readers who have been either kept ignorant of the books or have remained so due to the fact that India was under the subjection of a foreign country. His (the Librarian's) field of work has widened so much so that he is to work in Public, University, College, School and Municipal Libraries and to satisfy the people's thirst for knowledge by providing them books of their taste and make them aware of the day to day changing conditions of the world. Not only this, but he has to sponsor ways and means for the creation of interest in reading among both the infants and adults, without caring for mutilation of books, or for its financial implications. As well as removing the selfish motives, so far as the purchase of books or the creation of departmental Libraries is concerned. Decentralization of Libraries has more disadvantages than advantages, so the Departmental Libraries in Universities and Colleges should be centrally administered. For centralization of Libraries is more economic and at the same time much more helpful for the readers in getting their books issued without undergoing much obligation to a number of persons who think it to be their privilege to take permission from them before books are issued and forget the principles that "Books are for all" and "Books are for use". In a way, this will give ample oportunity to many people to be in touch with other subjects and help them in thinking on broader lines and approach things with a helpful nature and avoid unnecessary criticism of subjects, in order to help the technical personnel to work more efficiently and scientifically in organizing the Libraries on recognized systems of classification and cataloguing.

Though it does not matter much, as Dr. Ranganathan puts it, and "the scheme of classification is not the concern of the readers", yet I think the scheme of classification and cataloguing should be so simple and adjustable that even an infant reader may be able to remember and understand the outline of the scheme and also by stages be more understandable in any Library where the reader goes to study. Experience shows that, when a reader enters some Library, he is lost at the first moment, and when he tries to find out the books he needs, he cannot find what he wants unless he is properly guided. No doubt well established or large Libraries can afford to engage the services of a reference assistant for this job, but in no case can small Libraries, Colleges, Higher Secondary or Primary Schools afford to engage the services of such a person. Therefore, it is better to develop Library consciousness in general and make the scheme so simple as to be understood easily, rather than making it complicated and uninteresting in general. I am of opinion that, if a reader is made to understand the outline of a scheme in simple words, he would be more interested in finding out things of his own accord, and feel homely while studying on the Library premises, rather than feel home-sick while studying in the Library. Either he would always rush to the counter for information from the reference clerk who is to attend a number of persons or to the enquiry department rather than try to exert himself. A Librarian is to arrange story hours, study circles for discussion, book exhibitions including publicity work and preparation of bibliographies and arrangement of classification and cataloguing systems from infants to the University and Public Library stages. Not this alone, but in order to stimulate the urge

for reading, both audiovisual and mobile vans containing books are to serve from door to door in the remotest corners of the villages. Though according to the report of the Advisory Committee much has been done by creating Libraries at different levels, yet much more is to be done. Comparing India's development of Libraries with other countries, India is still very backward so far as book production, service and the status of Libraries are concerned. Other countries are multiplying the number of Libraries from hundreds to thousands, from thousands to tens of thousands and so on, while India is to follow the same path sooner or later. In order to have Libraries of different levels in India, we have to open more centres of learning besides those already in existence in order to run the Libraries more efficiently and scientifically.

On the one hand, the Librarians are expected to bring about social, cultural and educational improvements for the ill-fed, ignorant and uncared for masses, and on the other hand, the Government is also expected to be sympathetic so far as the services of Librarians are concerned and try to remove the anamolies mentioned in the Advisory Committee report for example (appendix 5, pages 74, 75) Secondly, the Pay Commission Report is also to take the services of Librarians into consideration. Thirdly, the University Grants Commission is also not to neglect those Librarians who have worked for a number of years in Libraries without any professional qualifications when such facilities never existed. In addition to the above suggestions, I would like to add some more so far as the development of Libraries is concerned.

1. There should be an enactment of Library Legislation in every state.

2. Enforcement of the Library cess should be compulsory in every state.

3. Certificates andDiploma courses should be started in certain selected Post-Graduate Girls and Boys Colleges including Universities.

4. Public Libraries should be encouraged and inter-lending systems should be started.

5. Local Library Seminars should be held as well as such Seminars should be arranged on a large scale.

Education Through Talkie-documentaries

M. S. V. Chari, Tindivanam.

While the importance of visual education is fully recognised, I am afraid that this aspect of education has not been *fully exploited.* The possibilities of such exploitation to any and every field of educational activcity seem to be limitless. It is also the most efficient and the most economical, and is eminently suited to backward countries which cannot afford adequate finance for the spread of education through normal methods.

Take, for example, technological education. We have started hundreds of technological institutions of various grades from Engineering Colleges to Polytechnics. But a vast majority of these institutions are by no means well equipped. The major portions of the lessons have to be taught with black-board drawings of highly intricate machines; actually, the successful students have a very poor practical knowledge of these machines and their working. No doubt, successful students are compulsorily asked to undergo a practical course in their subjects for a period ranging from 6 months to one year. But it is not easy for those students to

get admittance into industrial workshops, though many of them manage to get a certificate testifying to their having undergone the necessary period of practical training. They just mark time and get a certificate by appealing to the sense of mercy of the bosses of industrial concerns. To be sure, these big concerns are not in the least anxious to give a good practical training to these successful students who, at best, are just suffered to undergo a pseudo-apprentice course for the requisite period. One way of eliminating this would be to take as many of successful students as possible into Government workshops and offer incentives to a few industrial concerns to take in as many apprentices as they can.

But these practical courses would be more useful if students are taught in their technical institutions with the aid of (*1*) model machines and (*2*) talkie-documentaries. Model machines can be made at low cost, and lessons could be taught more efficiently with their aid. Another method would be the production of talkie-documentaries. We can produce a talkie of a class-room consisting of about a dozen boys who are actual students of technological courses. An expert in *any* subject conducts a *complete* course in that subject in *about 50 lectures*, each of an hour's duration. Boys are encouraged to indulge freely in clearing their doubts by asking questions, while the teachers answer them. Every subject is taught with the aid of a real machine. Naturally these classes have to be held where the machines are installed. For example, a railway workshop would be an ideal place for a lecture concerning engine boilers, piston working etc. In the courss of these lectures the actual operations of the machines are demonstrated and their parts and construction elaborately explained.

The same method could be adopted in the case of science teaching, where we are handicapped by ill-equipped laboratories. Classes could be held in the premises of a first class college well-equipped with laboratories.

Mathematics, elementary as well as advanced, too, could be taught in this manner. A model problem is explained and solved in one lecture, and problems given to students who will have to work them out before they attend the subsequent lecture. The difficulties are explained and the teacher passes on to the next lesson.

Similar arrangements may be made in the case of teaching languages and humanities. In fact, *anything and everything* that has to be taught can be taught thus. These documentaries could be distributed to educational industries at subsidised prices.

Teachers' Colleges could be entrusted with the production of these documentaries as far as high schools are concerned, with the aid of their model classes.

The difficulties involved in preparing those documentaries are: (*1*) Choice of good teachers; (*2*) Cost of production The cost of production is negligible having regard to the efficiency and the vast economy resulting from such education. Of course, great care should be bestowed on the choice of intelligent and *impressive* instructors, teachers and lecturers who are entrusted with this task. It is impossible to exaggerate the saving that would accrue to the country by way of investment in brick and mortar or in employing inefficient teachers, by pressing the production of these documentaries into the service of education. We can have moving educational institutions and can carry knowledge to every corner of our vast country. We can have touring educational camps in tents! I hope the Education Ministry of the Union Govt. would give these suggestions their careful consideration.

This is also a tempting tip to enterprising tutorial institutions to increase their usefulness and efficiency while at the same time save a lot over expenditure on staff and buildings. hostels and rent which might enable ehem to offer their courses for a far *cheaper* fee.

World Conference on Methods Relating to the Teaching of Music

Prof. P. Sambamoorthy, Madras.

The International Society for Music Education is one of the limb organisations of UNESCO. It deals with the problems relating to the the teaching of Music and raising the level of Music teaching in schools, colleges and institutions of professional rank. The Fourth International Conference was held between the 22nd and 28th June *1961* in Vienna, Austria. The Conference was held in the spacious Mozart Hall of the State Academy of Music, Vienna. Music educators from *40* countries were represented in the Conference. Besides a number of Professors from North America, South America and countries of Europe, there were Professors of Music from India, Persia, Philippines and Japan. Prof. Gerald Abraham of the University of Liverpool was the General President of the Conference. After the inauguration of the Conference on the 22nd June, the proceedings of the subsequent days were presided over respectively by:—

Dr. Miss Kasilag,
Manila, Philippines.

Prof. Sambamoorthy,
Madras, India.

Prof. Bengt Franzen,
Stockholm, Sweden.

Dr. Frank Callaway,
University of Western Australia.

Pierre Auclert, Principal Inspector of Music,
Paris, France.

Dr. Olavi Pesonen,
Helsinki, Finnland.

Mario Labrocca,
President,
International Music Council,
Venice, Italy.

The general theme for discussion at the Conference was 'The Role & Place of Music in the Education of Youths and Adults'.

The topics put down for discussion at the forenoon and afternoon sessions were:—

1. Music Education in Schools.
2. Choral and Instrumental Activities in the Schools.
3. Music Activities in community life.
4. Research in Music Education.
5. The training of the Professional Musician.
6. The training of the Music Teacher.
7. The place of Eurhythmics in Music Education.
8. Music Education through Technical Media.

Amongst the papers read and the subjects of lecture demonstration may be mentioned:—

1. Role of Improvisation in Music Teaching.
2. Methods used in teaching Music in
   (a) the Elementary School,
   (b) the Secondary School.
3. Instrumental activities in
   (a) European Schools,
   (b) American Schools.
4. (a) The Guitar in Music Education,
   (b) The Piano in Music Education.
5. Group Instruction in Instrumental Music.
6. Quarter-tones, micro-tones and graces used in Indian Music with a demonstration on Gottuvadyam and Violin Demonstration on musical *kolam* and Demonstration of varieties of rhythms.
7. Music in leisure time.

8. Comparative Music Education.
9. History of Music Education.
10. Sociological aspects of Music Education.
11. Music and Therapy.
12. The training of the composer.
13. The training of the voice.
14. The training of the instrumentalist.
15. The training of the Professional Musician.
16. Teaching of musical elements.
17. Music Education through the
    (a) Gramaphone
    (b) Broadcasting
    (c) Television and
    (d) Film
18. Basic Musical Training through instruments.

In the Schubert Hall of the Musical Conservatory, musical instruments of Europe and some musical instruments of India were exhibited. There was also an exhibition of books on Western music.

It was an education and experience to listen to the methods adopted in different countries to tackle the problems relating to the teaching of music. One of the special features of the conference was the concert hour when youth bands, youth orchestras and youth choirs from various countries came and performed. They performed in a disciplined manner and the collective tone ensemble was good.

Opportunity was given to the delegates to visit places associated with the memories of great composers like Mozart, Beethoven and Schubert. The rooms where they lived and wrote their famous masterpieces were also shown. It was an inspiration and an education to visit those places.

Prof. M. Rangacharya's Great English Translation of

SRI-BHASHYA

VOLUME I. Rs. 15.

The Educational Publishing Co.,

Nungambakkam, Madras-6.

A GOOD TEXT BOOK

(A study in the criteria of a good text book for Secondary Schools).

Mithlesh Kanthi, M.A.,L.L.B., Dip. L S G, Sahityaratna, F.R.A.S. (Lon.), B.E.S, Ranchi.

The importance of the text book cannot be over-emphasised. It is the first and the primary visual aid of teaching To a large extent it also forms the basis of the first audio aid, being constantly read in the class room by the teacher and the students. It is a constant companion of the boy, and he is expected to know it, and he generally knows it, through and through. In the formative and impressionable age of adolescence, it wields considerable influence on the boy. The sanction and authority of the printed word tends to be absolute at this age. Coupled with it, the "defiance attitude" of the adolescent also plays an inportant part in the psychology of the child. The teacher, in his own right and as a father substitute, is the symbol of power and authority which the adolescent tries to defy. Therefore, if the child could get some support for his attitude from the printed text book, he grasps it and clutches it as an ultimate truth. In case the teacher disputes any wrong fact or expression in the text book, the child may not speak openly, but in his heart of hearts disbelieves the teacher and accepts the text-book. In short the influence of text books on adolescents is immeasurable and its effect is lasting. Therefore, the responsibilities laid on a text book is great, and research and great pains should be taken in its preparation. But, perhaps, it is one of the most neglected spheres of education. The text books prescribed for secondary schools are generally of poor quality, and some thing must be done to improve the situation. Therefore, in this article, it is attempted to enumerate the criteria of a good text-book and problems relating to it.

The basic principle that should always be kept in view in a good text-book is that it is the child who is the centre of all education. This fact is often lost sight of and results in preparation of text books which are uninteresting and much above the intelligence of the average child for whose use they are prepared and are thus worthless. To counteract the above, the text book should be such as to help the child grew eventually and bring to full flowering the varying potentialities, intel-lectual, emotional, aesthetic and spiritual, of which he is capable as an individual and a member of society. Such text books would be a living companion of the child, a mirror reflecting his ideals and aspirations, and not a dead load as many of the text books are at the moment. To achieve this, the information and thought contents of a good text-book should be correct and progressive according to the latest researches in the field. The boundaries of knowledge are widening day by day. In a good text-book they should be incorporated. Thus a good text would have to be constantly revised and rewritten. Besides, in a good text book, the above material should be suitable to the mental and emotional equipment of the child. As an example, the average age of a Higher Secondary child at the time of entering this stage is 13+. He studies for three years and passes out at the average age of 16+. This is the period of adolescence. The child is getting interested in love and love poetry. It is possible that he may be writing some love verses himself. But even then, it is impossible for such children to understand and appreciate the deep pangs of separation of lovers expressed in stylized poetry as that of Jayasi or Bihari. Similarly abstract poems such as "On Love" or "Life" by Nirala or Mahadevi respectively are beyond their comprehension. Still, such pieces are in text books over a long period, and no thought of ever revising such text books occur to editors. The result is devastating. The interest of the child is killed in the subject, and a false but lasting impression about the subject is formed in the mind of the child which is difficult to remove afterwards. This is because the emotional level of the child has been ignored. Innumerable

examples could be collected of such specimens from different text books. Therefore, it is essential that lessons should not be premature. The text book should develop in different grades as well as in itself from lesson to lesson as the experience, interest and power of the child develops and widens. For this, both extensive and intensive research is essential. It is essential that each unit of a text book be tested amongst the subjects to judge its suitability to the mental and emotional equipment of the child for whose use it has been written. Also, the vocabulary content and the word load for different grades should be carefully worked out and properly used and distributed in the graded text books.

It should be remembered that the aim of the text book is not only to give interesting material to the child, but also to give him such mental exercises as pertain to the clear conception of the fundamentals of the subject, develop in him a habit of clear thinking and reasoning and put him on the road to clear, correct and pleasing expression. In the case of literature, the text book should be such as to train the child in the enjoyment of literature. I am deliberately not using the word "appreciation", as it carries with it a meaning which is generally beyond the mental equipment of the children whom we are considering here. The text book of literature should introduce the child to the richness and beauty of literature, develop in him the love of reading, joy in the discovering of literary beauty and enlarge his imaginative experience. It should acquaint the child with different styles of expression in the language in their best form. In other subjects a good text book should be prepared with a view to give sufficient scope to the child in the application of the principles that are dealt with in it. Most of the text books in vogue more or less ignore this aspect of the application of principles.

We have already alluded to the importance of latest researches in the preparation of text books. In this context, I would like to emphasise the importance of textual researches going on in the literatures of different languages and especially so in Hindi. It appears that authors of text books are generally ignorant about them and are content in giving the texts of old and medieval poems from the vulgate texts. Thus there are considerable variations in the same piece in different text books by different authors. The effect of this is nerve-racking on the child. In fact it is criminal. It should be the guiding principle of the text-book writers to consult the latest textual researches and accept only those variants which have been tested and found correct on the touchstone of textual criticism. A text book is far from a good text-book as long as it is not textually correct.

Besides these inner criteria, there are also certain outer criteria of a good text book which are no less important. Of these, the first is, that there should be neither any errors of fact nor any errors of printing. Alas, how many text books are there which could claim to be good on these points? Very few indeed, and what a shame for us all. Secondly, the typography of the text-books should be clear, bright and pleasing to eyes. Thirdly, the page presentation should be of good standard. Newsprint should be tabooed in text books. Fourthly, text books should have ample illustrations. The illustrations should be clear, relevant, accurate in details and artistic. Photograph blocks used in illustrations should be of a high order. It is better not to have these than having unartistic and blurred illustrations. Fifthly, the binding of the book should be strong, artistic and utilitarian. The book should be an aesthetic object which the child should love and be proud to possess. Every artistic object, which a child loves, develops in him unconsciously the aesthetic faculty. Last of all, such books should be reasonably priced and the government should be ready to subsidize, if necessary. These are the criteria of a good text-book.

Connected with the above are the conditions and qualifications for text-book writers. It would be useful to discuss these also. These conditions and qualifications could be enumerated under two heads. First, academically, the writer must know his subject well. He should be well conversant with the latest researches going on in subject. He should have the disposition of a researcher, who constantly experiments and tests his theories. Similarly, the text-book writer must constantly review his book on the testimony of those who are using it. He should have a grasp of the basic aim of his subject, the curriculum and the syllabus. Secondly, he should be interested in his work and the child for whose benefit he is preparing the text book. He should have love and insight in the psychology of the child and know his emotional craving and intellectual power.

The authors of text books should normally be teachers having adequate experience of teaching the subject to the class for which the text book is being made. The tendency to entrust this work to University professors and teachers of training colleges, who do not have a live contact with the child is bound to produce not very good text books. It may be a bitter truth, but truth it is, that such persons are more interested in the money that the text book writing brings than in the text book itself. What generally happens is that the actual authors are some pupils of such persons and write the text books for certain monetary or other consideration. This is a bad state of affairs and is, perhaps, one of the main reasons for very ordinary text books in circulation these days. I think the best would be, that after the preparation of the text book by a practising teacher, it should be experimented upon in different schools, and comments should be invited from teachers using it, teachers of training colleges and experts of the subject, after which a review of the book could be held in a committee with the author, a representative of the training college and an expert on the subject from the university. This would ensure continuity of standards between the Higher Secondary and the university courses. I am sure that good text books could be prepared on the basis of above suggestions which could bring credit to all of us.

The English Philanthropist —William Wilberforce

P. R. Krishnaswami, M.A., Madras.

The later years of the eighteenth century in England are rightly known as the golden age of oratory. It was also the age of genius and it was again the age of high-souled philanthropy. Englishmen might indeed be guilty of inhuman actions, but the English nation produced also noble men who dedicated their lives to the eradication of cruel and barbarous practices among humanity. If England produced an unscrupulous administrator in Warren Hastings, she also had to her credit great orators who condemned the evil actions of their countryman in unequivocal terms, like Burke, Fox and Sheridan. If England bore a leading part in the inhuman slave trade which victimised thousands of negroes in Africa, she redeemed her character by the unremitting labours of philanthropists like Clarkson, Wilberforce and Buxton. The name of Wilberforce stands foremost among those who endeavoured to fulfil the highest principles of truth and humanity and succeeded in putting an end to evils involving the degradation and oppression of

one part of humanity. Born in the same year as William Pitt, on the 24th August of 1759, William Wilberforce was destined to form a unique friendship with the young Prime Minister, which should elicit the admiration of later generations. Both the young men were at Cambridge together and they were companions in a continental tour. Wilberforce came of a wealthy family of merchants and he acquired sufficient popularity to be elected to parliament at an early age, when Pitt himself failed in his election and availed of a friend's help for the gift of a seat. Pitt was taller than Wilberforce, while the latter was fatter. Both recovered from their ailments by peculiar remedies. Large potations of port wine cured Pitt, and by opium Wilberforce recovered from death's door.

As Professor Coupland put it aptly, Wilberforce was occupied first to bring himself to prominence, but soon he was at his life-work of freeing the world of slavery. John Newton, an early leader for abolition, as well as his wife, influenced Wilberforce. At the age of fourteen Wilberforce wrote a letter to a York newspaper "in condemnation of the odious traffic in human flesh" He decided that God almighty had set before him two great objects, the suppression of the slave trade and the reformation of manners. The modern reader may be reminded that less than two hundred years ago a negro slave was a common sight in England. Sambo in Thackeray's novel illustrates the phenomenon. The seed of fruitful suggestion come to Wilberforce one day from Pitt himself: "Why don't you, Wilberforce, give notice of a motion on the subject of the Slave Trade?" Pitt knew that Wilberforce had laboured hard to collect evidence on the subject, and he should not let slip the opportunity, to be availed of by others, to take action in parliament. It was in 1789 that Wilberforce made his first remarkable speech on his subject, and Burke paid a glowing tribute to it: "The house, the nation, and Europe are under great and, serious obligation to the honourable gentleman for having brought forward the subject in a manner, the most masterly, impressive and eloquent. The principles were so well laid down, and supported with so much fotce and order, that it equalled anything I have ever heard in modern times, and is not perhaps to be surpassed in the remains of Grecian eloquence." The opposition to Wilberforce's proposition was of formidable strength. The slave traders who had made enormous wealth, and had a powerful representation in parliament, put up objections of a high-sounding character. The national glory was in danger; British naval supremacy would be challenged; Lord Rodney the admiral said the French would snatch away the maritime trade from the English.

Numerous instances are recorded of the deference shown by Pitt to Wilberforce's opinion on the matters coming up for discussion in parliament. When Wilberforce agreed with him, Pitt needed no greater moral support, and when he did not, Pitt was truly miserable. The scene was the impeachment of Warren Hastings on his treatment of Cheyt Sing of Benares, and Fox and Francis had spoken. Pitt was in his place, listening to what was said with undivided attention. There was one man in the assembly whom he should consult, before making his own momentous utterance. He summoned Wilberforce to himself and went with him behind the Speaker's chair. "Does not this look very ill?" asks Pitt, and Wilberforce replies, "Very ill indeed." Pitt had no further hesitation, he rose to condemn Hastings in unmistakable terms. Many years later Wilberforce remembered the whole story and exclaimed how unfairly Pitt was judged in the matter. It was not politics but justice that guided him. He paid as much impartial attention to it as if he were a juryman.

A different story meets us in the indictment of Henry Dundas, later Lord Melville, the great friend and colleague in office of

Pitt, for misuse of public money. He was not indeed himself guilty of it, but he had allowed his deputy to utilise the public money for private profit. To Wilberforce Melville's misconduct stood out clearly. When he rose to speak at four in the morning, Pitt leaned forward and directed his appealing glance to him, but Wilberforce had made up his mind and he spoke briefly and tersely, and the resolution was carried against Melville Why Pitt was so staunch in support of the wily Melville remains an enigma, Wilberforce has recorded how it required no little effort to resist the fascination of Pitt's penetrating eye.

It was not easily that Wilberforce achieved his life-object. He moved his first resolution in *1789* and he had to renew it year after year. He attacked the trade first and later slavery in its entirety. The details of cruelty involved in the trade were collected with great assiduity. Because she was mistress of seas, England was in a position to carry out the prohibition of ships being engaged in the slave trade. The Danish king signed an edict stopping the trade as from *1803*. The United States responded to the abolition, and some South American communities followed suit. Venezuela, Chili, Buenos Ayres, all came into line also. In Europe Spain and Portugal only remained refractory.

At the debate of *1792* in the English parliament the final date for abolition was fixed as *1800*. Lord Mornington, later Marquis of Wellesley, advanced the year to *1793* in his resolution, and actually *1796* was decided on. Wilberforce moved for leave to introduce an abolition bill both in *1798* and in the next year, but was outvoted by the opposition. The war with France retarded the progress of the anti-slavery movement. Wilberforce planned a European convention for his purpose, and so he abstained from facing the English parliament in *1801* and *1802*, for fear of defeat. He revived his bill in *1804* and met with success. The House of Lords proved an impediment by voting for an adjournment of the Bill to the next session. Pitt meant to stop some of the evils of the trade by a Proclamation, but he was too much occupied with the war with France to act promptly in the slavery business. Ironically enough, it was after Pitt's death that the cause of abolition attained success, in *1806*, with the able support of Fox. Grenville supported the cause in the House of Lords. *1807* marked the zenith of Wilberforce's success in the cause which he espoused. His labours continued for many years later; his last appearance in parliament having been in *1824*, when in spite of age and sickness he pleaded against the Government leaving it to colonies to legislate in the matter of the slaves. The speech suggests to us comparison with the last words of the Earl of Chatham who collapsed in the House of the Lords, after asking the Government not to recognise American independence: "...let the imperial legislature assume its proper tone and maintain its just authority, and all will go on quietly: you will soon witness with delight the accomplishment of your benevolent purpose. Hence it is I have felt it my imperious duty to disavow the system of conduct which Government is now pursuing. It is with reluctance and pain I have come forward; but I believe it my absolute duty to protest against that policy. *Liberavi animam meam.* May it please God to disappoint my expectation and to render the result more favourable than I anticipate." A foreign diplomat refers to the reverence which Wilberforce inspired in his old age: "When Mr. Wilberforce passes through the crowd, everyone contemplates this little old man, worn with age and his head sunk upon his shoulders, as a sacred relic—as the Washington of humanity."

After holding out against marriage many years, Wilberforce married Barbara Spooner, when he was thirtyseven. She fulfilled apparently the Greek ideal of a woman who should not be spoken of either for good or for bad. Wilberforce

had six children, four sons and two daughters. He was not able to devote any time to his children till he retired from parliament and public affairs. He was known for his great charities, and some years he gave away more than his income. Late in life he suffered a reverse when the investments he had made to start one of his sons in agriculture, failed entirely. Wilberforce died in *1833*, at the age of seventy-four.

His philanthropic work had its source in the deep religious nature of Wilberforce. He loved solitude and reflection. His life and conduct were irradiated with a religious sense. Indeed he went further to do propaganda to infuse in all around him the true Christian spirit. By the beginning of *1797* he had prepared a tract with the long title which was usual at the time: "A Practical View of the Prevailing Religious System of Professed Christians in the Higher and Middle Classes in this Country contrasted with Real Christianity." The publisher Cadell accepted this for publication hesitatingly, but it proved a phenomenal success. Five editions were issued in a few months, and it was translated into French, German, Italian, Spanish and Dutch.

Wilberforce developed an anxiety for the strict observance of the Sabbath. As a great thinker remarked, the pitfall of the intensely religious nature is the aptness to adopt dogma in everyday life, and bigotry toward other religions. The zeal for the Sabbath renders Wilberforce ridiculous, like Dr. Proudie. His ignorance and intolerance of other religious faiths were a grave drawback in his mental equipment. Towards the Irish and the Catholics he was incapable of fair judgment. To Indian culture and the Hindu religion he was notoriously obtuse, and he betrayed his cheap Clapham enthusiasm in desiring that Christian missionaries should proceed freely to India, to undertake the civilising task there. The East India Company was wiser, and it resisted the indiscriminate inflow of missionaries in a country where religious neutrality is the first essential of good government.

In his long parlimentary career, Wilberforce had the opportunity to study and discuss every kind of national problem, from the Queen's Trial to the reform of penal laws. He judged each problem fairly, except when religion clouded the issue. His opinion carried great weight in the House of Commons. He was the typical Englishman, who, born to riches, regarded all national concerns as his own and put forth his best endeavours to arrive at a satisfactory solution. He conducted his crusade against slave trade and slavery with wisdom, and he was touched to learn towards the end of his life that the British government were to spend twenty thousand pounds to pay compensation for the freeing of slaves.

It must be interesting to hear the *Advocatus Diaboli* on Wilberforce. Hazlitt made a venomous attack on him, while Cobbett attacked him severely. To his enemies his position as an independent member of parliament was a dubious one. Cobbett called him the preposterous independent. We should brush aside the accusation against Wilberforce for attacking cruel sports like bull-baiting, which were considered manly at that time. A few sentences from Hazlitt should be quoted here: "Mr. Wilberforce.........would willingly serve two masters, God and Mammon. He does not seem greatly to dread the denunciation in Scripture-'Woe unto you, when all men shall speak well of you'." Hazlitt's words are born of envy for one who succeeded in life, while he himself did not. Hazlitt however lays the charge that Wilberforce did not pay sufficient homage to a more arduous worker in the cause of Abolition, Clarkson: "Mr. Wilberforce said to little on that occasion of one compared with whom he was but the frontispiece to that great chapter in the history of the world—the mask, the varnishing and painting. The man that effected it by Herculean labours of body and equally gigantic labours of mind was Clarkson, the true Apostle of human Redemption on that occasion, and who, it is remarkable, resembles in his person and lineaments more than one of

the Apostles in the cartoons of Raphael." Professor Coupland mentions that a controversy arose as to which of Clarkson and Wilberforce had done the greater service to the cause of Abolition, and it ended when the sons of Wilberforce acknowledged to Clarkson, who was very old at the time, that they had not treated him justly in their biography of their father. The second point made out by Hazlitt was Wilberforce's appearance which compared unfavourably with that of Clarkson.

In his poem "Don Juan" Byron alludes to Wilberforce on three occasions. First, standing at a slave market, he refers to Wilberforce as having raised the price of slaves by his Abolition compaign. The second reference is a clear tribute of praise:

Malthus and Wilberforce;—the last set free
The Negroes, and is worth a million fighters;
While Wellington has but enslaved the Whites,
And Malthus does the thing 'gainst which he writes.

The same antithetical idea occurs again:

O Wilberforce! thou man of black renown,
Whose merit none enough can sing or say,
Thou hast struck one immense Colossus down,
Thou moral Washington of Africa!
But there's another little thing, I own,
Which you should perpetrate some summer's day
And set the other half of earth to rights
You have freed the blacks—now pray shut up the whites.

An amusing incident is recorded in the Journal of Enward Fox, the fourth Lord Holland, under date, *1st* January *1821*: "There was an Irishman in Lord Harrington's regiment at whose expense the company at Harrington House enjoyed a great deal of mirth. They took him to Greenwich on a Sunday, and passed off Lord Alvenley for Wilberforce, which for sometime he would not believe, till Lord Alvenley refused paying the bill on a Sunday as wicked. 'Ah! then indeed that's him, niggardly and religious."

OUR EDUCATIONAL DIARY

" PEPYS "

10—7—61 Mr. I. A. Chidambaram Pillai, presiding over the annual conference of the Tirunelveli District Teachers' Guild, attributed the growing indiscipline among students to lack of facilities for instruction in religion and developing faith in God. Education, not based on religion, could not impart real knowledge to students, he said. Professor Peria Tiruvadi recommended that the educational system should be so evolved so as to enable the student to acquire theoretical knowledge and practical ability side by side. Mr. M. Jagannathan urged the Government to maintain the teacher-pupil ratio at *1:20* and not to burden the teacher with doing various other odd jobs like census work.

11—7—61 The Kerala University has constituted a Standing Committee to suggest suitable measures to the improve teaching of English in the University. It is proposed to send a batch of *20* teachers of English in colleges for one year's intensive training abroad. These will in turn train other teachers also. It is also proposed to start a fourth part in B.A. and B.Sc. courses. Teachers in Kerala University will henceforth be prohibited from contesting elections.

17—7—61 The introduction of a fool-proof scheme for medical inspection of students studying in high schools is under the consideration of the Madras Government.

21—7—61 Sri S. Srinivasan has in a letter to the *Mail* (*20, 21* July) pleaded for a new scheme of pensions for teachers which will do away with the inordinate delay in working out the pensions payable in the case of private teachers whose salary records are not easily available. He suggests that the last pay of the teacher (and not the average pay drawn during the last three years) may be taken into account and the pension might be made to depend on the length of service he has put in. This will slightly increase the pension amount which is after all only a fourth of the salary (and not half as in the case of Government servants.)

[It would be magnanimous and just, too, on the part of the Government to treat the teacher and the Government servant on a par and grant pensions on half the salary basis].

20—7—61 Mr. Shriman Narayan disclosed that in the Third Plan period science courses would be made compulsory in all secondary schools and facilities would be provided to teach them as elective subjects.

[The deterioration in science education is due to the fact that science has ceased to be an elective subject in the High School stage and students have no opportunity to do practical work as in the twenties. It is better to teach the boys one or two science subjects intensively, instead of burdening them with the study of nearly half a dozen subjects *viz.*, Physics, Chemistry, Zoology, Botany, Physiology, Dietetics, Hygiene, and what not. This is not the way to make the boys learn anything to any degree of proficiency].

22—7—61 The Union Government has decided to set up four Regional Training Colleges to train teachers for multipurpose schools.

[The multipurpose schools are a waste of public funds. Instead, all schools may cater to an academic course of education in Arts and Sciences, and students may be drawn off to *Junior* and *Senior Polytechnics* at the middle and high school stage].

26—7—61 The Kerala Government proposes to establish a public examination in the seventh standard to arrest the alarming percentage of failures in the S.S.L.C. examination.

[This is a step in the right direction. The proposal to gradually abolish the E.S.L.C. examination has already resulted in alarming deterioration in the standards of high school students. It is high time we have a public examination at the middle school stage.]

28—7—61 Dr. Shrimali declared that adult education should occupy an important place in the national system of education.

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Managers of aided elementary schools in South Kanara feel that they will not be able to run the schools without the maintenance grant and other facilities they were enjoying before the merger of the District with Mysore State.

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The Vice-chancellor of the Venkateswara University recommended the immediate introduction of the shift system in primary schools where the chief consideration was not so much quality as expansion. He also suggested tutorial classes to Harijans.

[Why not allow all students who are *below* the average (instead of Harijans alone) to attend these classes ?]

30—7—61 Mr. Kabir, speaking in New Delhi, pleaded against over-specialisation in the field of scientific and technical education. He urged a better salary scale for the teacher.

3—8—61 The officiating president of India, opening the Madras University

Centenary building in Madras, said that Universities had the twin purpose of giving technical education and also making people truly human and civilised.

6—8—61 The Union Government has suggested to the University Grants Commission that Universities should be asked not to permit admission to colleges on caste, communal or parochial grounds, and that grants should be withdrawn from institutions where admissions are so based.

7—8—61 The University Grants Commission has under consideration a scheme to utilise the services of retired teachers in Universities and colleges, possessing exceptional qualities, even after the age of super-annuation. An honorarium of Rs. *4,000* per annum will be given to each person so selected. Selections will be made twice a year by a committee appointed by the Commission.

8—8—61 Mr. Shrimali denied that there was any deterioration in standards, but he said that to ensure quality some sort of restriction in admission to colleges was necessary. He added that it was his personal opinion that when a teacher got elected to parliament, he should resign his post as a teacher.

[This opinion seems to imply that a teacher on being elected should give up his profession and become an adventurous politician without a profession to lean back upon! According to Rajaji, it is such professionless politicians that are the bane of Indian democracy].

University Standards

Mr. Patanjali Sastri's Suggestion

Inaugurating the Students' Union of the New College, Madras, on July *31, 1961*, Mr. M. Patanjali Sastri, former Chief Justice of India, referred to the great rush for admission to the various Colleges in the State and said that though an University Degree had ceased to be a sure passport for appointment to Government service and for securing jobs elsewhere, still the rush continued unabated. This was probobly because the young men of the country regarded the securing of an University Degree as the natural culmination of their academic career. In America they said that every child was born a graduate, meaning thereby that full educational facilities were provided for the young men there to become graduates. It was a legitimate ambition of the young men to seek an University Degree as the consummation of their educational effort; and it was up to the State and the philanthropic public to establish more Colleges to accommodate the young men seeking University education, instead of turning them away as unfit for such education.

Mr. Sastri further said that much of the complaint about the wastage of educational effort by reason of students not having necessary qualifications seeking admission to the University and failing to secure a pass, would lose validity if, so far as the *first* Degree Examination was concerned, the standard was lowered a little or assesment of performance was made a little more liberal. By all means let them maintain the standard for post-graduate Degrees as high as might be desired, but no great harm would result, in his view, if the requirements of the *first* Degree Examination were such as would enable a large number of students to realise their aspiration of securing a University label.

In this connection, Mr. Sastri pointed out that the Universities in the South maintained higher standards compared to many North Indian Universities, and this resulted in a handicap to the students here in the matter of securing employment. Mr. Sastri said that this was a matter to be looked into by the authorities charged

with the task of coordinating the educaional standards of Indian Universities.

Mr. S. A. W. Bukhari, Principal, earlier welcomed Mr. Sastri. Prof. Gopalakrishna also addressed the srudents. Mr. Philip Adoplphus, Student Chairman, presided. Mr. Mohammad Rafi, Secretary, proposed a vote of thanks.

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The Headmasters' Conference (Madras City)

The year ending *31st* July *1961* was an eventful one. Sri T. N. Sundaram had an opportunity to visit Educational Institutions in United Kingdom and the President of the Conference, Sri K. Kuruvila Jacob, attended the seminar organised by the United Nations at New York to study and solve educational problems confronting various nations of the world. Both of them conferred on the conference the benifit of their rich experiences abroad, for which the Conference is grateful to them. The Education Minister and Dr. Krishnaswamy, M.P. were kind enough to address the Conference on various educational problems. The Conference is thankful to Sri K. N. S. Sarma and Dr. Hann of Germany for their enlightening talks on two special occasions. The Conference is highly indebted to Sri K. Kuruvila Jacob, the President, for his able leadership and valuable guidance in all its deliberations. The Conference expresses its heartfelt thanks to the Headmasters and Headmistresses and their Managements for their cooperation and support in all its endeavours.

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EDITORIAL

Education and National Integration

In the heart-searchings now going on about the rise of disintegrating forces, the contribution of education to national integration seems at last to be receiving some attention. Too long has it been the plaything of politics. Every group with an axe to grind—political, linguistic, communal, or other—has been interfering in education. Often their agitations have resulted in the lowering of standards, changes in curricula and patterns of instruction encouraging regional, communal or parochial loyalties at the expense of loyalty to the nation.

In this context, it is welcome news that the Chief Ministers of States have been recently asked by the Prime Minister to go slow on the policy of replacing English by the regional language as the medium of higher education. That the regional languages are far from qualified to take up this task has been forgotten in excess of linguistic zeal: and we have been confronted with the threat of further lowering of standards all over the country. An even more serious argument against this, as we have often pointed out in these columns, is that linguistically devided universities will mean the erection of permanent walls of separation between State and State. Without a common *lingua franca*, the educated class, which has been holding fast to the slender thread of Indian unity, will split into a score or more groups incapable of exchanging thoughts or sharing feelings with one another. Each State will then become a hermetically sealed compartment dwelling in splendid isolation from the others: Can the constitution, preserving our political unity, stand this strain?

The adoption of Hindi as the official language cannot solve this difficulty. For unfortunately Hindi cannot take the place of English all along the line. At the Delhi conference of State Ministers, the suggestion to carry on with English as the medium of higher education till Hindi can replace it has been made. But it is doubtful if Universities outside the Hindi-speaking areas have any enthusiasm for Hindi at all. Offered the choice between Hindi and English, they are sure to plump for the latter.

Apart from the question of the medium of instruction, there are other matters requiring immediate attention from the point of view of national integration. For instance, many approved text books in regional languages today are marked by an anti-national spirit. Complaints in this regard were made against text books sponsored by the Communist government in Kerala sometime ago. Tendentious passages in Tamil text books are not rare. There was a heated controversy about text books in Bombay some years ago. Should not the Centre do something effective to check these dangerous tendedcies? An organisation must be set up to make regular and continuing survey of samples of text books chosen at random and without the approval of regional authorities. That will reveal how far the rot has gone, and what has to be done to recover and restore health.

Encouragement should be given to migration of students from one university to another, to exchanges of teachers and to excursions by teachers and students. Attempts should be made to equalise standards at a high level. Liberal facilities must be provided in every State for pursuing education at the school level through the medium of English and languages other than the regional language. The study of Sanskrit, one of the main forces making for unity, should be encouraged In the name of more working days, holidays for national festivals should not be stopped. Many more urgent requirements of this type will suggest themselves, once we remove the blinkers of linguistic and communal patriotism and look steadily at the problem of national unity.

10th World Teachers' Assembly

D. H. Sahasrabuddhe, B.A , B.T., LL.B. M.L.C , General Secretary, AIFEA, Nagpur.

During the post-Independence period, India has played host to many International Conferences. Amongst many such, to the educationists in general and members of teachers' organisations in particular, the tenth Assembly of the World Confederation of Organisations of the Teaching Profession held in New Dalhi has a special significance. No such International Conference, wherein representatives of Governmental and especially non-Governmental Teachers and Educational Organisations, have assembled together, has ever been held in ndia. The *10*th Assembly of the WCOTP to be held in India in New Delhi from *1*st August to 7th August *1961* will bring together about *450* representatives of Teachers' Organisations in *68* countries of the world. They will together represent three International Organisations, *118* National ad *60* Associate Members representing various aspects of education in the world.

In *1952* there were many nternational Organisations of Teachers' Associations and one amongst them was: The World Organisation of the Teaching Profession. Realising the necessity of a single organisation to voice the opinion of the teachers in the world, after four years of negotiations between the International Federation of Teachers' Associations (IFTA), the International Federation of Secondary Teachers' Associations (IFPESO) and the World Organisation of the Teaching Profession (WOTP). The World Confederation of Organisations of Teaching Profession (WCTP) was founded at Copenhegan in Denmark in *1952*. The WCOTP affiliates Educational and Teachers' Organisations working for the scientific study of educational problems and for the improvement of the teaching profession. During the last *10* years or so, there has been a general awakening among the peoples of the world regarding the role that education must play in shaping the destiny of the world. This awakening has made people realise the necessity of organising for the scientific study of educational problems and for improvement of the teaching profession. As a result, in almost all countries of the world, Educational and Teachers' Organisations have been founded. These Organisations by coming together under the leadership of the WCOTP, have begun to voice very effectively the opinion of the members of the Teaching Profession on various educational problems in the different countries of the world. The WCOTP today claims to speak on behalf of about *48* lakhs of members of the Teaching Profession in different parts of the world.

The Conference Themes.

The WCOTP till today has held *9* such World Assemblies in different parts of the world, such as Oxford, Istambul, Manila, Frankfurt, Rome, Washington, etc. At each of these Conferences, the WCOTP has collected data from member countries on a particular theme regarding special aspects of education. The WCOTP presents these data to the delegates long before the Assembly is held which enables delegates to study the subject as reported by Teachers' Organisations, and then with good preparations they can discuss it at the session of the Assembly. The WCOTP till now has discussed and produced reports on (*1*) Parent—Teacher cooperation ; (ii) Status of the Teaching Profession ; (iii) The Teacher and the Well-being of Society ; (iv) The Child Health and the School etc. The reports of these Assemblies contain views of the national organisations of the teaching profession on the subject as well as the decisions thereon of the Assembly of Teachers.

During recent years, the world is witnessing increasing tension among different States as also an increasing urge for main.

taining good neighbourly relations with each other. In the context of the rising tension and the rising urge for peace, the UNESCO suggested mutual appreciation of Eastern and Western Cultural Values as a measure to their development of good neighbourly relations as also to strengthen the urge for peace The WCOTP which enjoys consultative status with the UNESCO, adopted at its Washington Conference "Teaching Mutual Appreciation of Eastern and Western Cultural Values" as its theme. The WCOTP also collected relevant source material from all members' countries and brought out a big Directory which has proved of immense use for "Teaching Mutual Appreciation of Eastern and Western Cultutal Values in the class room."

Recently, the WCOTP has brought out a booklet called "Friends in Japan" with the same objective in view. This booklet very successfully introduces the simple life of the Japanese children to the children of the world. The booklet is such a successful and pleasing introduction to the life of children in Japan that no teacher worth the name can miss this small booklet.

Children in India.

The WCOTP has also undertaken to publish a similar booklet "Children in India" The AIFEA has been commissioned to prepare such a booklet. Thus, we find that the WCOTP not only, through Conference or similar publication of reports but also through these booklets, is trying to help the UNESCO programme as decided upon by the UNESCO Conference held in New Delhi under the presidentship of Moulana Azed.

Regional Conferences, Committees and Commissions

The WCOTP is not unaware of the rising tide of the educational activities in the resurgent countries of Asia and Africa. With a view to help development of education and also educational organisations, the WCTOP has held Regional Education Conferences in Asia and Africa. It has constituted special committess to work for the same objectives all the year round, and, therefore, we have a Regional Council for the study of Educational Policy in Asia and also a Commission on Educational Policy for Africa. The increasing attendance at the WCOTP Assemblies of representatives from various Asian and African countries is evidence of the fact that the WCOTP is substantially contributing to the development of educational thought in these continents.

Consultants :

The WCOTP, representing the organised opinion of the teaching profession, has very often been consulted by various international and world organisations. The subject of remuneration that should be offered to the working class has no doubt received sufficient attention throughout the world in the international Conferences, but the question of adequate and honourable remuneration to the members of the various professions has so far not received adequate attention. The I.L.O. very recently decided to study the subject and guide the countries of the world. The WCOTC was invited to send a representative to work on an I.L.O. Committee of Experts on Teachers' Problems which has produced a very valuable report (Geneva, October *1958*).

Specialised Committees.

As is natural in a growing organisation, the WCOPT has had to increase its branches and constitute Councils for certain special aspects of education. Thus, today it has, along with the IFTA and the FIPESO, the two teachers' Organisations (i) The Internation Council of Education for Teachers (ICET) and (ii) International Council for Health, Physical Education and Recreation (ICHTER), and also (i) International Reading Association (IRA) and (ii) Committee for Educational Jounalism. Prior to the *10*th WCOTP Assembly, annual sessions of these Councils are to be held in New Delhi from *27*th July to *1*st August *1961*.

Educational Journalism.

Out of the various Councils and Committeess, I believe the Educational Editors' Workshop which is to be held under the auspices of the Committee for Educational Journalism, is bound to prove of special importance to all interested in the subject in india. As we are all aware, Educational Journalism is almost in its infancy in the country. No doubt, there are a few Educational Journals but looking to the immense need and variety of educational Journals that we must have in India, we can say that we in India have just taken only a few steps in that direction. Editors of Educational Journals in India and Asia are being invited to attend the Educational Editors' Workshop which will make expert guidance available to all these Editors for developing and strengthening Educational Journals in their respective countries.

As the teaching profession has to exert an influence in society corresponding to the importance of its social function, the educational Editors have also to make their mark in the modern would in which the fourth Estate plays such a significant role, As well experienced Masters in the Art and successful Editors of Educational Journals are going to act as Directors of the Workshop, one can be assured of ths great contribution this Workshop will make for the development of Educational Journalism in India and Asia.

Specialised Committess.

Specialised Committees, such as: Audult Education, Education for Handicappped Children, Rural Education, Technical and Vocational Education etc, will also meet in New Delhi on the occasion of the World Assembly. It may be noted with pride that Prof. D. C. Sharma, the President of the All India Federation of Educational Associations, is the Chairman of the Rural Education Committee of the WCOTP.

The AIFEA and the WCOTP

The AIFEA has been associated with this World Organisation right from its very foundation and even earlier. The late Dr. Amarnath Jha, who was the President of the AIFEA, was one of the Members of the WCOTP and was a Member of the Executive of the WCOTP as well. Shri Shriman Naryan Agrawal Member, Planning Commission, attended the Berne meeting of the WCOTP.

Prof. D. C. Sharma, Shri S. Natarajan, Mrs. Yamunabai Hiralekar, Shri B. R. Desai, Shri D. H. Sahasrabuddhe, Shri A. P. Khuttry, Shri T. K. N. Menon have attended the different WCOTP Assemblies. Shri S. Natarajan, the Vice-President of the AIFEA, was elected as Member of the Executive of the WCOTP in *1957* and also in *1959*. He is also the Chairman of the Asia Committee of the WCOTP.

On invitation from the AIFEA, the WCOTP is holding its *10*th Assembly in India. The WCOTP Assembly will be inaugurated by Pt. Jawaharlal Nehru on *1*st August *1961* at the Vigyan Bhavan, New Delhi. It is expected that more than *500* foreign teacher-delegates including Observers from the UNESCO, WHO, FAO, UNICEF and other International Organisations are expected to attend this Assembly which will discnss "Education for responsibility" as its main theme.

Education for responsibility

After the inauguration of the Assembly the theme for discussion will be introduced by Dr. K. L. Shrimalai, Minister for Education, Govetnment of India. Later on, the delegates will be divided into different sections, each one discussing one aspect of the main theme. The group discussions will continue each day at the end of which the plenary session of the Assembly will be held. Formal resolutions will be drafted at the end of the discussion of the theme and placed before the Geneal Assembly on the last day.

(*To be continued*)

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EDITOR.